**K-5 ELA Lesson Plan**

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| **Teacher:** | | **Grade: 5th** | | | **Date(s)**: September 2012 |
| **Unit Title:**  Reading/Writing Apprentice | | | **Corresponding Unit Task:**  Task 1 | | |
| * **Essential Question(s):** How do readers use what they know about the patterns of text structure to read nonfiction text? * How do readers write in response to reading (reader’s notebook, graphic organizer, etc.) before, during, and after reading to deepen understanding? * Why do authors write informational texts? * How do we engage in collaborative discussion? | | | | | |
| **Materials/Resources** | | | **Essential Vocabulary** | | |
| **Teacher/Student:**  **Teacher:**   * Where America Began: Jamestown, Colonial Williamsburg, Yorktown [VHS] * Hands-On History Kit- Lady’s Pocket (ordered from Colonial Williamsburg website). * Copies of Noting What I’ve Learned graphic organizer   **Students:**   * Copies of “Noting What I’ve Learned” graphic organizer. | | | | **General:**   * **Main Idea and detail (review)** * **Text Structures** | |
| **Learning Experience(s)** | | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Reading**  **Standards:**  **RI.5.2** - Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.  **RI.5.5** - Compare and contrast the overall structure (e.g.,chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.  **I Can Statement(s):**  I can apply what I have learned about main idea and details, as well as text structure in order to create a summary of the video shown.  **Instructional Plan:**   * First we will review the previous lessons. The teacher will then review the essential vocabulary words. * Next, we will quickly review Colonial America, the various text structures, the main idea and details, as well as the graphic organizer “Noting What I’ve Learned”. * Students will then watch the video on Colonial Williamsburg while citing main idea and details on their graphic organizer. | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Writing**  **Standards:**  **W.5.8** - Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.  **W.5.10** - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.  **I Can Statement(s):**  I can reference texts, multimedia sources, and hands-on material to create a summary/story about the life of a lady in the 1800’s.  **Instructional Plan:**   * Students will be taking notes throughout the movie. * Students will then get to explore the Lady’s Pocket. Each group will get one item at a time, and all items will rotate through all groups. * Students will take notes about each object using the graphic organizer provided (item analysis chart). * Students will then choose one of the text structures learned in previous lessons and will write about the items in the historical box. * The teacher will help take the students through the writing process (informal):   -plan/choose text structure they want to use  -use graphic organizer based on text structure chosen  -students will then fill out their graphic organizer and begin a page draft of  their story about the Lady’s Pocket.   * Students will then share what they have completed of their story at the end of class. | | | | |
|  | **Word Study**  **NONE** | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Speaking & Listening**  **Standards:**  **SL.5.1 -** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.  **I Can Statement(s):**  I can collaborate with my group members and participate in class discussions.  **Instructional Plan:**  See plan above for examples on how the students are collaborating with one another and participating in class discussions. | | | | |
| **Closing/Summarizing Strategy** | To close the lesson, the teacher will let the students share their writing about the Lady’s Pocket. | | | | |
| **Differentiation Strategies** | | | | | |
| **Extension** | | **Intervention** | | | **Language Development** |
| Students who finish early can edit their paper and make revisions. | | Teacher can pull students as necessary and struggling students will be paired up with stronger students during partner and group work. | | | Visuals (graphic organizers) will be provided for visual learners and there will be various class discussions for verbal learners. |
| **Assessment(s) & Reflection** | | | | | |
| **Assessment(s):**  Informal class discussion and the completion of the graphic organizers, as well as the students’ stories will be used for assessment to help guide instruction. | | | | | |
| **Teacher Reflection:** (Next steps?)  The teacher will use the class discussions and graphic organizers to gauge students learning and prepare for the next lesson. | | | | | |

*Note: This template does not reflect the lesson plans for Guided Reading.*